Globe Primary School

Year 2 Expectations

This booklet provides information for parents about the end of year National Curriculum expectations and the content of the Globe Curriculum for this year group. The National Curriculum outlines these expectations in reading, writing and maths as being the 'core' requirements your child must meet in order to ensure continued progress and to meet the year group standard.

The curriculum is broken down by subject, giving you an overview of the knowledge, concepts and skills which children will progressively learn as they move to each year group. Children with additional needs may at times have aspects of the curriculum adjusted to meet their needs or additional support to access the curriculum.

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These learning objectives and curriculum will be worked on throughout the year in class. Any extra support you can provide in helping your child learn is greatly valued and will make a difference.

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In addition to this you will find what we expect parents to do in order to support the school and children effectively.

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If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher or members of the senior leadership team. More information about our school's curriculum can be found at https://www.globeschool.org.uk/Learning/Our-Curriculum/

Year 2 Reading Curriculum and Expectations

We focus on developing children's ability to read for pleasure. This is a summary of the Y2 reading curriculum.

- Secure in applying phonic knowledge to decode words.
- Read fluently (80-90 words per minute).
- Read words accurately that contain two or more syllables (with known phonic knowledge).
- Recognise simple recurring literary language in stories and poems.
- Make inferences on what has been said and done from the texts being read.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Make predictions.
- Identify main themes and the sequence of events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to show expression and intonation when reading aloud.
- Recognise commas in lists and apostrophes of omission and possession (singular noun)
- Identify past/present tense and explain why the writer has used a particular tense.
- Use content and index to locate information.

Children need to do what is written above competently to meet the end of Year 2 Standard.

Year 2 Writing Curriculum and Expectations

We want all children to see themselves as writers. This is a summary of the Y2 writing curriculum.

- Distinguish between common and proper nouns
- Identify and write lists of nouns joined with conjunctions
- Identify and write conjunctions to list nouns
- Identify and write commas to list nouns
- Identify and write a present tense action verb
- Maintain a consistent present tense when writing
- Distinguish between statements and commands
- Identify and write commands
- Distinguish between singular and plural nouns
- Maintain the correct subject/verb agreement when writing with singular and plural subjects
- Identify and write adjectives before nouns acting as the subject
- Identify and write adjectives before nouns acting as the object
- Identify and write commas to list adjectives
- Identify and write apostrophes for contraction
- Identify and write prepositions of time, place and movement
- Distinguish between a main clause and a phrase
- Identify and write prepositional phrases of time, place and movement within simple sentences
- Identify and write prepositional phrases of time, place and movement that begin simple sentences
- Identify and write adverbs of manner and time within a sentence
- Identify and write adverbs of manner that begin a sentence
- Using diagonal and horizontal strokes needed to join letters.
- Write capital letters and digits of the correct size, direction and in relationship to lower-case letters.
- Use appropriate spacing between words and letters.

Children need to do what is written above competently to meet the end of Year 2 Standard.

Year 2 Mathematics Curriculum and Expectations

We focus on developing positive attitudes to mathematics. This is a summary of the Year 1 mathematics curriculum.

- Compare and order numbers up to 100 and use < > =.
- Read and write all numbers to 100 in digits & words.
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards).
- Recall and use multiplication & division facts for 2, 5 & 10 tables.
- Recall and use +/- facts to 20.
- Derive and use related facts to 100.
- Recognise place value of any 2-digit number.
- Add & subtract: 2-digit numbers , ones 2-digit numbers and tens, Two 2-digit numbers and Three 1-digit numbers
- Recognise and use inverse (+/-).
- Calculate and write multiplication & division calculations using multiplication tables.
- Recognise, find, name and write 1/3; 1/4; 2/4; 3/4.
- Write and recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.
- Know number of minutes in an hour/number of hours in a day.
- Find combinations of coins that equal the same amounts.
- Use pounds and pence symbols and combine amounts to make a particular value.
- Use standard units to estimate and measure length, mass, temperature and capacity and be able to compare and order these.
- Compare, Identify and describe the properties of 2-D and 3-D shapes.
- Order and arrange a combination of mathematical objects in patterns and sequences.
- Use mathematical language to describe position, direction and movement.

Children need to do what is written above competently to meet the end of Year 2 Standard.

Number Facts - 'Learn its'

In Year 3, the children must be fluent in these numbers facts. We call them 'Learn its' because the children just have to learn them and be fluent. Fluency means being able to recall the answers automatically and without hesitation. Lots of practice will help children to be fluent. Here are the facts that will be taught each term in Year 2.

Autumn Term
Step 7
4 + 9 = 13
4 + 8 = 12
4 + 7 = 11
3 + 8 = 11
3 + 9 =12
10 times table
Say multiples 1 – 5 1 x 10 = 10 2 x 10 = 20 3 x 10 = 30 4 x 10 = 40 5 x 10 =50
Say multiples 1 – 10 1 x 10 = 10 2 x 10 = 20 3 x 10 = 30 4 x 10 = 40 5 x 10 =50 6 x 10 = 60 7 x 10 = 70 8 x 10 = 80 9 x 10 = 90 10 x 10 = 100
Say tables in order
Say the tables when they are jumbled
Recall the fact families

Spring Term
Step 8
6 + 7 =13
5 + 6 =11
5 + 4 = 9
8 + 7 = 15
8 + 9 =17
5 times table
Say multiples 1 – 5 1 x 5 = 5 2 x 5 =10 3 x 5 = 15 4 x 5 = 20 5 x 5 =25
Say multiples 1 – 10 1 x 5 = 5 2 x 5 =10 3 x 5 = 15 4 x 5 = 20 5 x 5 =25 6 x 5 = 30 7 x 5 = 35 8 x 5 = 40 9 x 5 = 45 10 x 5 = 50
Say tables in order
Say the tables when they are jumbled

Summer Term
Step 9
6 + 8 = 14
5 + 8 = 13
5 + 7 = 12
5 + 9 = 14
6 + 9 = 15
6 + 9 = 15
2 times table
Say multiples 1 – 5 1 x 2 = 2 2 x 2 =4 3 x 2 = 6 4 x 2 = 8 5 x 2 =10
Say multiples 1 – 10 1 x 2 = 2 2 x 2 =4 3 x 2 = 6 4 x 2 = 8 5 x 2 =10 6 x 2 = 12 7 x 2 = 14 8 x 2 = 16 9 x 2 = 18 10 x 2 = 20
Say tables in order
Say the tables when they are jumbled
Recall the fact families

The Globe Curriculum:

- is clearly sequenced, setting out the knowledge and skills to be gained at each stage.
- builds progressively towards clearly defined points
- is ambitious, broad and balanced
- values every subject
- includes all aspects of the National Curriculum as well as Religious Education and Philosophy

The Globe Curriculum addresses the needs of our pupils by:

- prioritising the teaching of reading
- developing expertise in core skills with our children becoming fluent and confident speakers, listeners, readers, writers and mathematicians
- being knowledge and vocabulary rich; giving our children the knowledge and vocabulary they need to understand their world and to make links (build schema)
- being knowledge and vocabulary rich; giving our children the knowledge and vocabulary they need to understand their world and to make links (build schema)
- being aspirational; demonstrating the richness of the world we live in and by broadening their horizons, showing them what they can achieve
- being both challenging and inclusive, ensuring there is a range of opportunities for all learners

- providing opportunities to think deeply and reflect imaginatively

- ensuring they learn about diversity in all its forms, respecting the rights of all

The Importance of Vocabulary in our Curriculum

In each curriculum subject we teach subject specific vocabulary. These are words that children need to read, know, understand and use to enable them to understand the subject knowledge. We have included a sample of the subject specific vocabulary in each subject page in this booklet however the full range of vocabulary taught can be found on the subject pages on our school website. The following website page has links to each subject page on our website.

https://www.globeschool.org.uk/Learning/Our-Curriculum/

Our intention and purpose are for Globe pupils to become readers, speakers, writers, mathematicians, scientists, designers, geographers, historians, computer scientists, artists, musicians, theologians, good citizens, philosophers and athletes.

In this booklet you will find the knowledge, concepts and skills to be learnt this year. Often the children will learn this information in a basic form in the first half of the year and then re-explore the same knowledge in more depth in the second half of the year.

Geography (taught weekly)

This year, the big ideas in geography that the children will be studying are:

- Location
- Physical features
- Human features
- Human processes
- Geographical techniques
- Geographical vocabulary

They will be taught the big ideas through these mini-topics:

- Mapping the world
- The United Kingdom
- Continents and oceans

Key vocabulary taught and learnt:

techniques: a way of carrying out a particular task
oceans: a very large expanse of sea
continents: very large area of land
city: an area where a large number of people live together
countryside: an area with lots of open land
globe: a sphere which shows the surface of the Earth
map: a picture on flat pieces of paper or on a screen, showing features of the Earth
satellite image: photographs of the Earth taken by satellites in space
compass rose: shows directions on a map
north, south, east and west: the main directions on a compass
country - a nation with its own government, occupying a particular territory

The Big Ideas Explained

Location

The children will learn the location of the five oceans and seven continents; the location of the countries and capital cities of the United Kingdom and some famous landmarks in London.

Physical features

The children will learn about the physical features of the countries of the UK including some mountains and valleys in Wales, some lochs in Scotland, the lake District in England and the Thames in London. They will also learn about the physical features of the core, mantle and crust of Earth.

Human features

The children will learn that England has lots of cities and towns which contain houses, restaurants, shops and more; that these are connected by roads but most of England's land is used for farming. They will also learn that continents, except Antarctica, have many countries within them.

Human processes

The children will learn that there is a big problem with pollution In the Pacific Ocean; small pieces of plastic from human litter are harming marine species and that many people around the world are trying to limit how much plastic they throw away to help stop this problem. They will also learn that drift net fishing is a way of catching sea fish, such as cod, for people to eat but that these nets can also trap and kill dolphins, albatrosses, petrels and *auks*.

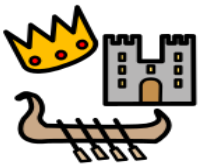
Techniques

The children will use maps to identify place in the UK. They will learn how to use a compass rose to identify north, east, south, west.

More Information

Please visit the subject page on our website at https://www.globeschool.org.uk/Learning/Our-Geography-Curriculum/

History (taught weekly)



This year, the big ideas in History that the children will be studying are:

- Chronology
- Investigate and interpret the past
- Society
- Travel & exploration
- Historical vocabulary

They will be taught the big ideas through these mini-topics:

- Communication through the ages
- The first flight
- Rosa Parks
- Martin Luther King
- Neil Armstrong & the moon landings

Key vocabulary taught and learnt:

decade: a period of time that lasts for ten years
century: a period of time that lasts for 100 years
scribes: people who write copies of things
significant: important
communicate: to share an idea or message
ancient: of or from a long time ago
activist: a person who tried to bring about change
inequality: unfairness
discrimination: unfair treatment of different types of people
race: a group of people with shared culture or features
inspiring: creating feelings in a person
sustained: continued
boycott: refusal to use or buy something
plaque: stone/metal tablet with something written on it
breakthrough: successful for the first time
legacy: something left behind after death
primary source: first hand evidence about an event (e.g. artefacts, letters or diaries)

The Big Ideas Explained

Chronology
The children will learn some dates associated with the mini topics studied.

Society
This children will learn that the printing press was a significant invention that changed the way in which people communicate with each other forever. They will learn about the events relating to The Gunpowder Plot which was the famous attempt to blow up the Houses of Parliament and to murder King James I. Rosa Parks was an American activist who refused to give up her seat to a white male passenger on a bus in Montgomery, Alabama, USA. The children learn the effect this had on American society. The children will learn about how Martin Luther King led the civil rights movement against racial inequality in the USA. He helped organise the Montgomery Bus Boycott and gave a very famous speech: 'I Have a Dream', which inspired many people.

Travel and exploration
The children will learn about different attempts at flight up to the Wright Brothers successful sustained flight. They will assess the impact this had on the world. They will learn the events and significances of the moon landings.

Investigate and interpret the past
The children will learn about the past through the study of primary and secondary sources relating to different communication devices including the printing press and the newspaper reports and photos of Rosa Parks.

More Information

Please visit the subject page on our website at https://www.globeschool.org.uk/Learning/Our-History-Curriculum/

Art and design (taught fortnightly)

This year, the big ideas in art and design that the children will be studying are:

- Artists & artisans
- Emotions
- Effects
- Techniques
- Colour theory
- Styles and periods
- Media and materials
- Art and design vocabulary

They will be taught the big ideas through these mini-topics:

- Portraits
- In the dark of night
- Weather

Practical skills focus: digital media and painting

Key vocabulary taught and learnt

landscape: a painting showing natural scenery like the sea, hills and buildings
technique: skill and ability that you develop through training and practise
symbolise: using shapes, colours and designs to represent an idea
filter: allows the light to alter the picture
feature: an interesting or important part of something
tint: a colour that is softened or lightened by a small amount of another colour, usually white
tone: lighter, darker or brighter shades of the same colour
personality: how a person thinks, feels and behaves; which makes a person different from others
emotion: a feeling
dim: not very bright, weak
Pop artist: artist of the 1960s art movement who used bright colours and ideas from modern life
likeness: looking like something

The Big Ideas Explained

Artists and artisans
The children will learn about Thomas Gainsborough who was one of the leading portrait painters in England in the later 18th century.

Emotions
The children will learn that most painters of portraits do not paint the person smiling or showing their teeth. Black and grey shades often symbolise gloom, fear, mystery and sadness. In many famous paintings set at night, there is a light source (e.g. the moon, the stars, a candle or lamp) that can symbolise hope, magic, comfort or happiness.

Effects
The children will learn that the explosion of colour against darkness can create a powerful effect that draws in the eye. Using different temperatures of colour can add interest, drama and contrast to a piece of art.

Colour theory
The children will learn that warm colours are said to come towards you as if they are jumping out of the painting and can seem more exciting. Cool colours, such as blues, greens and purples remind us of the absence of heat, like winter, ice and rain. They are said to recede into the background.

Techniques
The children will learn the technique used to paint The Starry night.

Style and periods
From the late 1800s, an increasing number of artists painted in a more expressive style.

Media and materials
Digital media is now a popular way of creating portrait art with cameras, computers and printing become more advanced.

More Information

Please visit the subject page on our website at https://www.globeschool.org.uk/Learning/Our-Art-Curriculum/

Science (taught weekly)

In year 2 children will learn the knowledge and skills at an advancing and deeper level.
This year, the big ideas in science which children will be studying are:

Biology

- To understand plants
- To understand animals and humans
- To investigate living things and their habitats

Key vocabulary taught and learnt

habitat : natural environment that an animal lives in.
material : a material is something that an object is made from.
offspring: an animal's young.
properties The property of a material is something about it that we can measure, see or feel.
suitable/suitability right or appropriate for a particular person, purpose, or situation.
weather: the conditions outside at a particular place and time
carnivores: animals that only eat meat (other animals).
herbivores: animals that only eat plants
omnivores: animals that eat plants and meat (other animals).
predator: animals that hunt and eat other animals are called predators.
prey: the animals that a predator hunts and eats are called prey.
scavenger: an animal that feeds on dead animals

The Big Ideas Explained

Children will be taught these big ideas by working scientifically. Children will learn the following knowledge through research, fair testing, observing over time, spotting patterns and classification.

Biology

- Name some common wild and garden plants, some evergreen and deciduous trees, some common animals and label as mammals, birds , fish, amphibians and reptiles. Label some animals as herbivores and carnivores.
- Observe animals and plants in their natural habitat and match common animals to their habitats describing some reasons why they are suited to that habitat.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene .
- Explore and compare the differences between things that are living, that are dead and things that have never been alive.

More Information

Please visit the subject page on our website at https://www.globeschool.org.uk/Learning/Our-Science-Curriculum/

Computing (taught weekly)

This year, the big ideas in Computing that the children will be studying are:

- Programming
- Computational thinking
- Creativity

They will be taught the big ideas through these mini-topics:

- We are treasure hunters
- We are TV chefs
- We are digital artists
- We are astronauts
- We are games testers
- We are photographers

Key vocabulary taught and learnt:

algorithm: a set of sequenced instructions

program: an algorithm entered into a computer.

debug: finding and correcting errors in a program.

script: a program or sequence of instructions that is carried out by another program.

programmer: a person who creates and tests programs for computers.

import: bring a file into a program.

search engine: a software program that helps people find the information they are looking for online using keywords or phrases.

keyboard: a panel of keys that operate a computer and allow you to type.

mouse: a small device that a computer user uses to point to and select things on the screen.

code: programming instructions/ computer language

Computer: a device that accepts input, processes it according to instructions or rules and produces output.

Robot: a computer that can move, or that can move part of itself.

The Big Ideas Explained

Programming

In the unit 'We are treasure hunters' pupils learn basic programming ideas through experimenting and solving problems with simple, programmable robots, such as the Blue-Bot. In this unit, pupils will learn: that a programmable robot can be controlled by inputting a sequence of instructions, to develop and record sequences of instructions as an algorithm, to program a robot to follow their algorithm, to predict how their programs will work and to debug programs. In Spring term they will complete their second programming unit, building on their skills in 'We are astronauts.' They will continue to use the programmes scratch and beebots.

Computational thinking

In this unit, pupils produce short videos of themselves making a healthy meal or snack in the style of a TV chef. In this unit, pupils will learn to: break down a process into simple, clear steps (an algorithm), use different features of a video camera, use a video camera to capture moving images, record a video using ground rules for filming, edit a video to include an audio commentary, develop collaboration skills, discuss their work and think about how it could be improved. In the second half of the Spring term they will complete their second computational thinking unit 'We are game testers', building on these skills. They will be using ipads and computers for both of these units.

Creativity

In 'We are digital artists' pupils use the Brushes Redux and Autodesk SketchBook apps on iPads to create paintings inspired by the work of famous artists. In this unit, pupils will learn: how to select and set brushes and colours, to create artwork in a range of styles on iPads, to use the undo function if they make mistakes and to encourage experimentation, to use multiple layers in their art, to transform layers and to paint on top of photographs. In the last half term of the year, they will complete the unit 'We are photographers'. Progressing in their creativity skills. They will use the camera app for both.

More Information

Please visit the subject page on our website at https://www.globeschool.org.uk/

Design and technology (taught fortnightly)

This year, the big ideas in design and technology that the children will be studying are:

- Design inspiration
- Technical knowledge
- Practical knowledge
- Design process

They will be taught the big ideas through these mini-topics:

- Lever mechanisms
- Wheel and axle mechanisms

Key vocabulary taught and learnt

accurate: if you do something accurately you do so without making mistake
attach: if you attach something you fasten or join it to another object
automatically: an automatic action is one that you do without thinking about it
chassis: the frame on which a vehicle is built
evaluation: to make a judgment about something
fluency: if you are fluent in something you do it effortlessly
force: a push or a pull
fulcrum: another word for a pivot
input: something that goes in
inspiration: if something is the inspiration for your work, it is where you got your ideas from
mechanism: something that changes the direction or size of a push or a pull
output: something that comes out
pivot: if something pivots, it balances or turns around a point
product: something that had been made (manufactured)

prototype: a simple model that tests out an idea
purpose: the reason for which something is made
rigid: stiff and does not easily bend
rotating: if something is rotating it is turning

The Big Ideas Explained

Design inspiration

The children will take inspiration from scissors and home made catapults. They will take inspiration for wheel and axle mechanisms from 4 wheeled home-made vehicles.

Technical knowledge

The children will learn that a lever mechanism has a rigid rod which has a pivot somewhere along its length. The pivot is called a fulcrum. It requires a force at one end to make it move. They will also learn that a wheel and axle mechanism is used for moving things. They work together: turning the wheel turns the axle in the same direction. An axle is attached to a chassis

Practical knowledge

The children will develop finger fluency practicing making levers and using a pivot. They will also become fluent in measuring, cutting, joining and creating a chassis attached to axles and wheel.

Design process

The children will go through the design process of thinking, making, breaking and re-thinking being guided to make a litter picker and then will have a chance to follow the process independently. They will follow the same process to be guided making a wind-powered car and then follow the process to create a wheel and axle mechanism independently.

More Information

Please visit the subject page on our website at https://www.globeschool.org.uk/Learning/Our-Design-and-Technology-Curriculum/

Physical Education (taught weekly)

This year, the big ideas in Physical Education that the children will be studying are:

- Movement
- Tactics and strategy
- Personal and social
- Leadership
- Healthy lifestyle

They will be taught the big ideas through these mini-topics:

- Games
- Dance
- Gymnastics

Key vocabulary taught and learnt

locomotion: Any form of movement or way to get from one place to another.
space: The area in which you perform an activity.
effort: The amount of energy or work you put into an activity.
relationship: The way you work with those around you.
swing: The movement you make with your arm before you throw or strike a ball.
release: The time at which you let go of a ball if you throw it.
balance: Using your muscles to hold a position still.
stationary: Doing something while standing still.

The Big Ideas Explained

Games

The children will develop their locomotion skills including running, hopping, galloping, skipping and dodging. They will practice a range of catching skills. In invasion games, they will develop dribbling with their feet and bouncing a ball and play games that use this skill. In net and wall games, they will practice striking a ball. In invasion games, they will continue to practice throwing and catching. They will develop skills associated with athletics including jumping for height and distance.

Dance

The children will develop their controlled action skills. They will develop a dance based on a book, as a superhero and a mystery dance.

Gymnastics

The children will develop their movement and balance skills through travelling, balancing on one leg and doing a variety of rolls. While using equipment, they will practice stability by walking a beam and balancing on body parts on a beam.

More Information

Please visit the subject page on our website https://www.globeschool.org.uk/Learning/Our-PE-Curriculum

Religious Education (RE) (taught fortnightly)

This year, the big ideas in Religious Education that the children will be studying are:

- Believing
- Expressing
- Living

They will be taught the big ideas through these mini-topics:

- Judaism
- Christianity
- Islam

Key vocabulary taught and learnt

God: a superhuman being or person that is worshipped

Qur'an: The Islamic sacred book.

Star of David: A Jewish symbol.

Bible: The Christian sacred book.

Prophet: A person regarded as an inspired teacher of the will of God.

precious: Something of great value.

miracle: An extraordinary event that goes against the rules of nature or science.

Mosque: a religious place of worship for Muslims.

Church: A religious place of worship for Christians.

More Information

Please visit the subject page on our website at https://

Wellbeing Curriculum

Health and Relationship Education

(taught fortnightly)

This year, the big ideas in Health and Relationship Education that the children will be studying are:

- Family and people who care for me
- Caring friendships
- Mental wellbeing
- Being safe
- Respectful relationships
- Physical Health

Key vocabulary taught and learnt

emotions: strong feelings
relationship: how we feel and behave towards each other
qualities: good characteristic of a person
mental wellbeing: how we are thinking, feeling and acting
impact: to do or say something which makes someone feel, think or act strongly.
security: being safe
resolve: to settle differences or a problem
health: being free from illness and disease
acceptable: able to do something
inappropriate: doing or saying something which is not right
bullying: when someone is hurt either by words or actions on purpose, usually more than once
communication: giving, receiving and sharing information.
positive: saying or doing good things
respect: caring for how someone feels
stability: consistency, predictability and routine
health: being free from illness and disease

More Information

Please visit the subject page on our website at https://www.globeschool.org.uk/Learning/Our-Health-and-Relationships-

Wellbeing Curriculum

Zones of Regulation

In Zones of Regulation learning children will go through these concepts:

Concept 1: What is regulation?

Concept 2: Introducing the zones of regulation

Concept 3: All the zones are ok

Concept 4: My signals, my zones

Concept 5: The zones check-in

Concept 6: Situations that trigger and spark

Concept 7: What is a regulation tool?

Concept 8: Building my zones toolbox

Concept 9: Deciding to regulate

Concept 10: The zones pathway

Key learning outcomes

To explore feelings and build emotional awareness.

To recognise body signals related to our feelings.

To identify situations and triggers that impact our feelings.

ZONES OF REGULATION

All feelings are okay. It's what we do with them that matters.

BLUE ZONE

Low Energy
Moving Slowly

I feel...

- sad
- tired
- sick
- bored
- moving slowly

I can try...

- rest
- drink water
- talk to someone
- think positive thoughts

GREEN ZONE

Good to Go!
Happy & Calm

I feel...

- happy
- calm
- focused
- ready to learn
- in control

I can try...

- keep going
- use kind words
- listen
- do my best

YELLOW ZONE

Starting to Lose Control

I feel...

- frustrated
- worried
- silly / wiggly
- excited
- losing control

I can try...

- take deep breaths
- take a break
- count to 10
- ask for help

RED ZONE

Out of Control
Need Help!

I feel...

- angry
- out of control
- panicked
- terrified
- yelling

I can try...

- stop
- take deep breaths
- ask for help
- take a break

It's okay to feel in any zone.
We can use strategies to help ourselves.

REMEMBER
I can get back to the GREEN ZONE.

Philosophy for Children P4C

(taught fortnightly)

What is P4c?

Philosophy for children is a way of exploring the big ideas that arise in all areas of learning and life. Thinking about these bigger ideas helps us to think, to speak, to listen, to learn and to live together more effectively. Philosophy for children helps us understand other people's opinions and discuss big ideas constructively. When you are thinking philosophically, you are thinking deeply about what has been asked.

P4C Principles:

Collaborative: working together with others.

Caring: thinking of and appreciating others.

Critical: consider different views and consider the evidence.

Creative: challenge your thinking and creating new ideas.

More Information

Please visit the subject page on our website at https://www.globeschool.org.uk/Learning/Philosophy-for-Children-P4C-at-Globe/

Oracy (taught fortnightly)

Within our oracy framework, we develop four key strands of oracy:

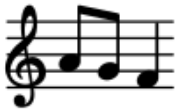
Physical skills: what we show through our body language and facial expressions.

Linguistic skills: what we express through the use of words and language.

Cognitive skills: applying discussion and learning to develop our thinking further.

Social and emotional skills: how we work together by considering and respecting our feelings and those of others.

Music (taught weekly)



In Year 2, children are taught the Music National Curriculum. Our learning is shaped around these Big Ideas:

- **Listen and appraise**
- **Sing**
- **Play instruments**
- **Improvise**
- **Compose**
- **Perform**

They are taught the following mini-topics:

Autumn 1: Hey You!

Autumn 2: Ho Ho Ho

Spring 1: In the Groove

Spring 2: Zoo Time

Summer 1: Your Imagination

Summer 2: Reflect, Rewind and Replay

The following dimensions of music are interweaved into lessons:

Pulse - The steady heartbeat of the music.

Rhythm - A pattern of long or slow beats.

Pitch - How high or low a sound is.

Tempo - How fast or slow the speed of the music is.

Dynamics - How loudly or quietly the music is played.

Timbre - The quality and character of sounds.

Texture - The layers of the sounds and instruments.

Structure - The order of the different sections.

Notation - The visual symbols that instruct performers.

Children are taught the following vocabulary in Year 2:

rap, melody, bass guitar, drums, decks, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination, keyboard, electric guitar, question and answer, dynamics, Reggae, glockenspiel

More Information

Please visit the subject page on our website at

https://www.globeschool.org.uk/Our-Music-Curriculum-Temp/

The Globe Way—Our Character Curriculum

At Globe we develop children's character through the '**Globe Way'** behaviour curriculum. To build character, we define the behaviors and habits that we expect our children to demonstrate. We want to support our children to grow into adults who are respectful, polite, appreciative, who recognise the needs of others and who understand their rights and the rights of others; to be good citizens.

We believe that, as children practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

We expect all out pupils to be Good Globe Citizens and follow the Globe Values. To be a Good Globe Citizen you must follow 3 overarching principles of behaviour. They are:

- **Be Respectful**
- **Be Responsible**
- **Be Ready to Learn**

We explicitly teach out children what these principles mean. Being a Good Globe Citizen means:

Be Respectful

I show good manners

I use a kind tone of voice to others

I ask before taking

I do 'Good Walking' in school

Be Responsible

I am honest

I take responsibility for my own actions

I take responsibility for my home learning

I look after school property and our school environment

I follow the Globe Way values and expectations at break and lunch time

I wear the Globe school uniform

Be Ready to Learn

I do 'Good Listening' in class

I do 'Good Speaking' in class -I 'SHAPE' my answers

I follow the classroom routines at all times

I use 'Good Presentation' when doing my work

We ensure that the children know every aspect of **WHAT** this looks like and **HOW** to achieve it in their every day interactions in school. We teach the **Globe Way** in lessons in the same way we teach other aspects of the curriculum at Globe.

What Globe Expects Parents To Do

As parents and other family members you play a vital role in supporting your child's learning and progress at school. Children will achieve more if Home and School work together. This means that at Home, School is seen as an important place and that learning is talked about, actively promoted and prepared for. We believe that it is important that we make our expectations explicit so that they are clear for everyone: children, parents and staff. This is what we expect:

- Ensure your child arrives at school on time, having had a nutritious breakfast. If late, your child will miss learning and disrupt the learning of others. Therefore we expect all children to be in the playground by at least 8.50am.
- Make sure that your child has had a good night's sleep, 11 hours is the recommended amount of sleep that a school age chiild age age needs. Please don't let children have electronic devices in bed, it makes it harder for them to get to sleep. We know that if children are tired, they can't learn to the best of their ability.
- Ensure your child wears appropriate clothing for the weather and season, e.g a coat in winter, light clothes in the summer, no sandals I n the rain etc.
- That your child will have all the necessary items for the day in order to participate in lessons. PE kits on PE days, swimming kits on swimming days and if appropriate, eye glasses every day.
- That book bags are brought to school <u>every</u> day with the Reading Record Booklet and reading books (library book, reading book and accelerated reading book in KS2) neatly organised inside.
- Support your child in becoming independent by helping them to organise and prepare what they need to bring to school each day.

- Support and monitor your child's reading at least 4 times a week for 15 to 20 minutes and that you acknowledge this by signing the Read ing Record. Listen to your child read, talk to him or her about what they are reading and remember we are never to old to be read to! You can find guidance about this in your child's Reading Record Booklet.

- Look in your child's book bag every day for letters, awards, home learning tasks; things that you need to know about. Please don't leave all these things in book bags as it sometimes becomes difficult f or your child to find things quickly during the school day and for you to spot what is new.

- Read newsletters, letters or any other communication from school. Please note and respect the dates given and return all permission slips promptly so staff do not waste time following these up.

- Ensure home learning tasks are done weekly-online MyMaths weekly learn its practice (number facts) and weekly spellings. Don't forget to check the spelling tests outcomes to see how they did. We expect children to complete their home learning with some guidance and support from parents.

- That children have a balance of recreational activities after school and at weekends. Time on electronic devices and TV is limited and that children have plenty of opportunities to play and participate in some form of physical activity daily.

- That the half termly create and make projects are complete on time each half term.

- Attend termly parent meetings on the agreed date and time so that you know how your child is progressing at school and how to support them at home.

- Where possible make every effort to attend class assemblies, school events and workshops. This shows your child how important school is to you and that you are part of their school community.

- Liaise immediately with the class teacher (or team) about any Important information regarding your child's wellbeing that you feel we should know about.
- Talk about your child's day, what he or she has learned and general school life so that your child feels that learning and school is important to them and their family.
- Help your child to understand that if he or she makes a commitment, that it has to be seen through. For example, learning a musical instrument, joining a club or booster lessons or taking on a responsibility In school; so that they gain maximum learning opportunities from it and do not deprive others from having the opportunity.
- Support the school's behaviour policy and actions taken by staff in helping your child to behave well. Try to develop your child's resilience when facing minor disagreements as not everything has to be sorted out by an adult.
- Support and promote our school values of equality, diversity and r espect for ALL.

'We are all different but we are all equal'